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ABSTRACT

This evaluation study addresses the effectiveness of weekly attendance mailer letters sent to parents of students with irregular attendance patterns at 22 Detroit, Michigan, high schools. Three questions researched were: (1) Are the letters effective in reducing the occurrence of in-school truancy? (2) Are letters an effective means of communicating with parents? and (3) Are the data generated regarding these students optimally used by and useful to schools? To answer these questions, samples of letters were tracked, students and parents were randomly interviewed by telephone about the letters' usefulness, and school attendance and guidance department personnel were interviewed. Major findings are as follows: (1) Attendance mailer letters are not very effective in reducing in-school truancy; (2) the letters are an effective means of communicating with parents; and (3) some schools are making optimal use of some reports generated. Study recommendations include: (1) Attendance mailers should be continued; (2) the time lag between attendance data gathering and letters should be reduced; (3) the format of some reports should be reviewed by a group of users; and (4) a uniform set of procedures should be followed by schools. An appendix with evaluation questions and schools' irregular attendance reports composes one-half of the report. (CJH)

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EVALUATION OF

THE COMPUTERIZED ATTENDANCE MAILER SYSTEM

July, 1985

JoAnne E. Moore, Ph.D.

Evaluation and Testing Department
Office of Instructional Improvement
Detroit Public Schools

EA 019 360

EVALUATION OF THE COMPUTERIZED ATTENDANCE MAILER SYSTEM

JoAnne E. Moore, Ph.D.
July, 1985

Abstract

This evaluation addressed the effectiveness of the attendance mailer letters sent to parents of students who displayed irregular attendance patterns in the Detroit public high schools. The major findings were:

(1) Attendance mailer letters are not very effective in reducing in-school truancy;

(2) Attendance mailer letters are an effective means of communicating with parents;

(3) Some schools are making optimal use of some reports generated by the system.

It was recommended that the letters be continued with several modifications in the procedures used at the local school, the Area G office, and the Central office. Details of these recommendations are found at the end of this report.

EVALUATION OF THE COMPUTERIZED ATTENDANCE MAILER SYSTEM

JoAnne E. Moore, Ph.D.
July, 1985

Background

High school attendance patterns have been an area of concern in the Detroit Public Schools for many years. The Monitoring Commission has frequently expressed concern over the high levels of in-school truancy prevalent in Detroit high schools. Procedures used by schools to monitor student attendance patterns varied widely among and within schools and usually involved high error rates and large investments of time and paper.

In the fall of 1984, a computer based system for recording student attendance in every high school class each day was installed. This system, linked to the Student Information System (SIS) and used by the district to maintain student records, required high school teachers to record attendance on computer scannable sheets which were collected weekly. These data were processed, posted on the computer at the Central office, and reported back to the school within two weeks.

Beginning in December, 1984, these data were used to generate a letter to parents for students who exhibited poor attendance patterns. The criterion for poor attendance was five class absences within one week (excluding missing every class on a single day). The letter contained the student's demographic data (from the SIS), a message to the parent or guardian indicating that the student had missed five or more class periods that week, and a copy of the student's schedule, along with the attendance for the week in question for each class. The letter was signed by the principal (see Appendix). Letters were issued weekly. An outside contractor stuffed the envelopes and bulk mailed the letters.

An individual at each of the high schools was responsible for gathering attendance forms and for distributing computer generated reports on attendance received from the SIS. All but four* of the high schools had an Attendance Department Head. This person usually (but not always) served in this capacity.

The letters generated by the computer were intended to inform parents of their child's poor attendance pattern and to reduce the occurrence of in-school truancy.

Evaluation Design

In order to produce a useful evaluation of the Attendance Mailer System, the evaluator held discussions with key individuals in the school system who were stake holders in the evaluation and/or producers or consumers of the System's products and services. This process took place over a two month period. The result of this process was a set of three evaluation questions which are addressed in this report. The three questions are:

1. Are the letters mailed home to parents regarding in-school truancy effective in reducing the occurrence of such truancy?

2. Are these letters an effective means of communicating with parents?

3. Are the data generated by the System regarding these students optimally used by and useful to the schools?

Data Sources

Several sources were used to provide the data that were used to answer these questions.

For question one, the numbers of letters sent from each school were tabulated for the period from December, 1984, through May, 1985, and were used

*Renaissance, Northern and Western do not have an Attendance Department Head. Cass has 3 Assistant Principals and an Administrative Department Head.

as an indicator of the volume of in-school truancy each week. For the period for which data were available, a sample of students was tracked to see to what extent they received multiple letters (i.e., had a chronically poor attendance pattern that seemed to remain unchanged by the letters). A sample of six high schools was chosen to represent the various geographic areas of the district and sizes of schools. The guidance department head and attendance department head (or the individual in charge of attendance where no attendance department head was placed) were interviewed about the Attendance Mailer System. One of the interview questions asked these individuals if they felt that the letters were effective in reducing the level of in-school truancy in their building (see Appendix for interview schedule).

For question two, a random sample of ten students at each high school was drawn from the report of students who generated attendance letters during the week of either April 15-19 or April 22-26. Telephone interviews were conducted with the parents of at least four of these ten students. Parents were asked if they had received the letter, how valuable they found it to be, if they had contacted the school (or been contacted by the school), if the information contained in the letter was clear, and if other information should have been in the letter (see Appendix for interview schedule). These interviews were conducted by retired teachers trained by the evaluator. A total of 92 interviews were conducted with parents representing all 22 high schools. The interviewers reported that a large proportion of the telephone numbers retrieved from the Student Information System data base was incorrect. Interviews conducted with staff (see above) also related to this question.

For question three, data from the interviews with school attendance and guidance department heads were used. Data collected in these interviews also

were used to describe procedures used by local schools to deal with in-school truancy and to utilize the data generated by the Attendance Mailer System.

In addition to the data sources described above, interviews were held with key individuals in the central office administration to obtain information concerning the procedures used in the attendance system, the costs involved, and other pertinent information needed to complete this report.

Findings

Data gathered to answer each of the evaluation questions, using the sources described above, are reported in this section.

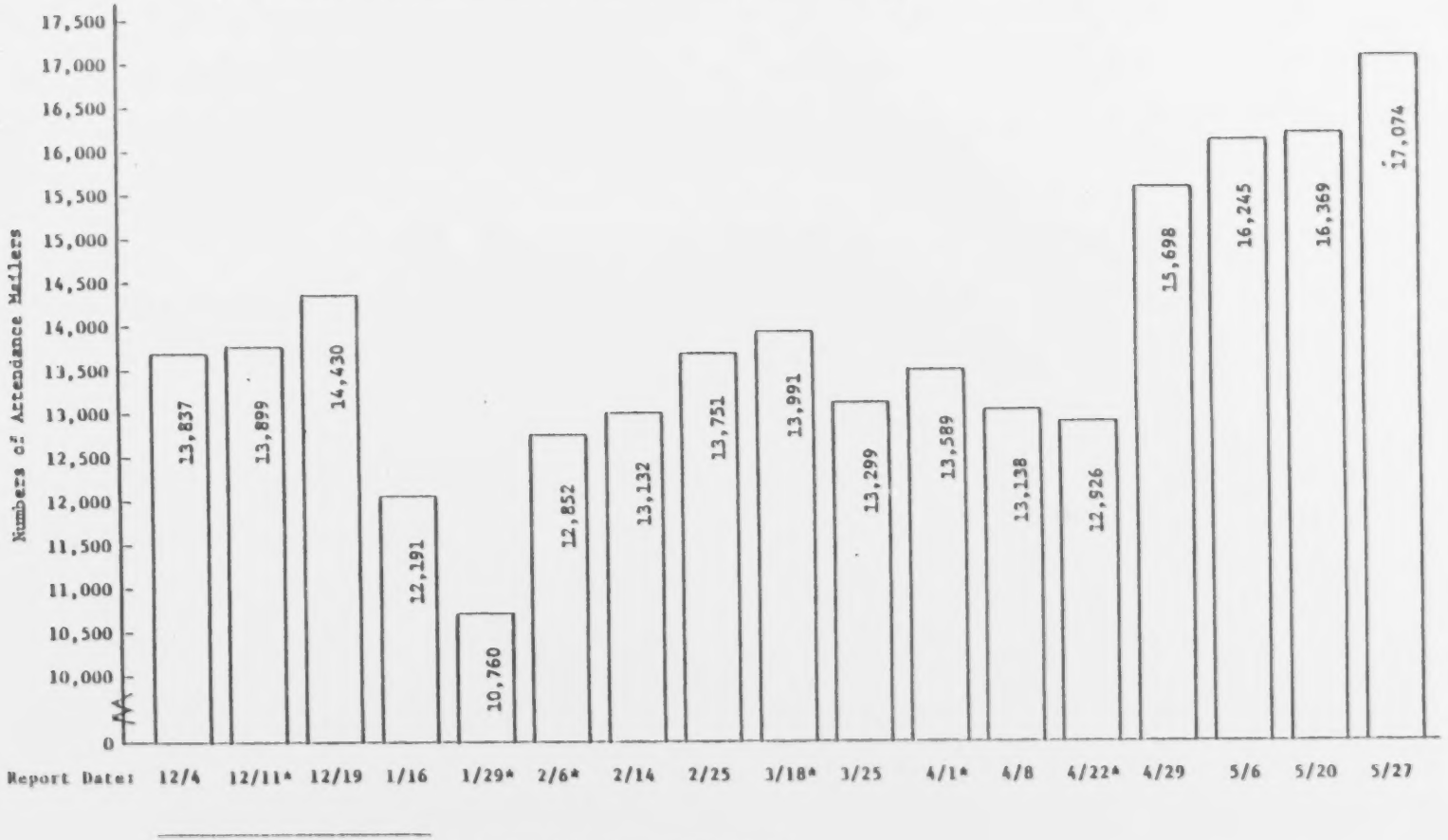
Question One: Are the letters mailed home to parents regarding in-school truancy effective in reducing the occurrence of such truancy?

The numbers of letters sent at each site by grade level and summary information for the district may be found in the Appendix. Figure 1 below presents a summary of these data in graph form. The figures used were taken from the reports included in the Appendix. It should be noted that the reports from 12/11/84, 1/29/85, 2/6/85, 3/18/85, 4/1/85, and 4/22/85 did not contain data from all 22 high schools and, therefore, the totals were artificially low for these dates. The number of letters sent, where complete data were available, varied from a low of 12,191 (1/16/85) to a high of 17,074 (5/27/85). The average number of letters generated for these complete data points was 14,469. The marked increase in the number of letters generated from 4/29/85 through 5/27/85 probably reflected the usual increase in absenteeism at the end of the school year.

Copies of letters mailed to parents were available for the period from April 15 through May 27, 1985. These data were used to examine the extent to which students received multiple letters. A sample of two students from each

FIGURE 1

Numbers of Attendance Mailers Generated at All Detroit High Schools for 17 Weeks



*At least one school was not included in these city totals.

high school (a total of 44 students) was selected at random from the first available set of letters. (For most schools this was the April 15 letter. Six schools did not have copies produced for April 15. For these schools, the April 22 letter was used.) Once the students were identified, they were looked up in each of the subsequent reports to determine if their parents had received a letter during each of the subsequent weeks through May 27. Six of the 44 students selected had no additional letters generated based on the available copies. Over 86 percent of the students in this sample generated at least one additional letter in the seven week period for which data were available. Complete data appear in Table 1. Since six of the schools had data for only six weeks, the proportion of students who generated letters for all seven weeks may be artificially depressed.

TABLE 1

Numbers of Letters Generated by Students
During a 7-Week* Period
(N=44 Students)

Number of Letters Generated	Students	
	Number	Percent
1	6	13.6%
2	6	13.6
3	9	20.5
4	7	15.9
5	6	13.6
6	8	18.2
7	2	4.6

*Six of the 22 schools had data for only six weeks.

The interview data from the school guidance and attendance department heads were not conclusive. Two of the six schools said their absence list was shorter this year. Most of the respondents said that parents who responded to the letters by contacting the school were helpful in getting students back to class, but this was a minority of the parents who received letters. Most respondents felt positive about the letters and said that they would "like to think" that the letters made a difference by keeping parents informed.

Based upon the data presented above, the answer to Question One must be that the letters are not very effective in reducing the occurrence of in-school truancy.

Question Two: Are these letters an effective means of communicating with parents?

Interviews were conducted by telephone with 92 parents of students from all 22 high schools. The results of these interviews are summarized below.

Of the 92 parents interviewed, 66 (71.7 percent) said they had received the letter, 22 (23.9 percent) said they had not received the letter and 4 (4.3 percent) did not answer the question. The large proportion of parents who did not receive the letter may be a reflection of errors in the data base related to incorrect telephone numbers observed above. Of the 66 parents who indicated that they had received the letter, 61 (92.4 percent) said that it was valuable to them, 4 (6.1 percent) said it was not of value to them, and 1 (1.5 percent) did not respond.

Parents indicated that the letters provided them with information about their child's attendance that they were not aware of, about classes the child thought were dropped but were still on the computer, that students were being marked absent when they had transferred to another school, and of in-school

truancy which was a mystery to them since they had sent their child to school every day. "My son had been deceiving me about his attendance. The letter let me know that he had been forging my signature." Some parents indicated that they had received several letters and that this had had a positive impact. "It was the fourth letter I got and the weight made me confront Brett."

Parents were asked if contact had been established with the school concerning the letter. Of the 66 parents who received letters, 22 (33.3 percent) said they had contacted the school, 6 (9.1 percent) said the school had contacted them, 4 (6.1 percent) said that both types of contact had been made, while 33 (50 percent) said that no contact was made. One parent did not respond. The largest number of contacts reported by parents was with the counselor and/or teachers. Other individuals indicated by position were the attendance department head and the principal. The outcome of most of the contacts was that parents talked with their children about the problem and frequently a conference was held with a school staff member, the parent and the child, where attendance was discussed. Several parents lamented that no observable change in behavior resulted from these conferences.

Parents were next asked if the letters were an effective method for the school to inform them about their child's attendance. Of the 66 who received letters, 57 (86.4 percent) said yes, 4 (6.1 percent) said no, and 5 (7.5 percent) did not respond. The reasons given for a 'no' response were that the information was incorrect and that the letter "did not address the problem." Parents who said 'yes' were asked to indicate what they felt was the best feature of the letter. Most parents said that the contact with the school and

the information contained in the letter were the best features. Other parents stated that they were pleased that the student's entire schedule, including names of teachers, all classes, and absent and tardy information was the best feature. Several parents said that the best feature of the letter was that it was easy to understand.

The interviewer next asked parents if the information contained in the letter was clear and easy to understand. Of the 66 parents who received the letter, 62 (93.9 percent) said yes, 2 (3 percent) said no, and 2 (3 percent) did not respond. One of those who said 'no' indicated that there were attendance errors, the child's grade was incorrect, and that she/he received two letters on the same day. The other 'no' respondent indicated that the letter she/he received had only the number of absences, no teachers or hours listed. (This must not have been an Attendance Mailer System letter.)

Parents were asked what additional information (if any) should be included in the letter that would make it more effective. Suggestions made were:

- total number of absences from school
- sentence inviting parents to call the school for appointments to discuss attendance problems
- name and phone number of a contact person
- ways to resolve the problem of truancy
- information about student's behavior in class and halls
- send a letter every week
- data on achievement as well as attendance.

Next, parents were asked if they felt that the letters were an effective way to improve high school students' attendance. Of the 66 parents who

received letters, 57 (86.4 percent) said yes, 4 (6.1 percent) said no, and 5 (7.6 percent) did not respond.

Additional comments about the attendance letters included:

- Could they come sooner?
- Send them more regularly.
- I like the program and hope that it will continue.
- I'll be glad to come and talk (about the program). I think the program is very good.
- They are a waste of everyone's time. My daughter is a constant truant and no one is able to help us.
- I like the idea of regular letters and I want them to continue.
- I hope it continues in the fall. I work every day and told my son to check the mistakes with his teachers. I can call the school during the day.
- Send to parents of chronic cases. Do not send a letter when a parent calls or comes over. Do not waste postage sending two letters to the same home.
- Please continue to send them.
- The letters should be sent out on a regular basis.
- Include suggestions of what to do about attendance problems for parents.
- The letter tells me exactly what (my son) has done. I like the program.
- The information is helpful and I hope the program continues.
- I welcome the information. I hope the program continues.
- I like the system. I'm going up to the school and surprise (my daughter).
- I think (the letters) will help to improve attendance because they will come to parents and the students can't deny the record, thinking they can get away with it.
- I recommend that parents save the copies for future reference.
- If the parents are concerned, it is effective.
- Please continue this tie with the parents.
- I appreciate it very much.
- (The letters) are very effective. I startled (my son) when I confronted him with this information. Maybe it should be sent earlier.
- Follow up with phone calls. My daughter received the other letter. (Because) we were at work, I did not get it.
- Good way to inform parents of student attendance.
- Pleased by concern of school.

Staff members interviewed at six of the high schools were unanimous in their praise of the letters as a means of contacting parents. They expressed concern about the time lag between the data contained in the letter and its

arrival at the home. Other concerns were with the accuracy of the data. Frequent complaints were made about problems with schedule changes which did not appear in the letters, errors in attendance data which did not reflect what teachers had marked, failure to drop students from classes and bad addresses on the Membership Roster of the Student Information System. Most staff felt that the system should continue even with the problems and that efforts should be made to "get the bugs out." They stressed the positive link with parents that the letters created. They indicated that more parents (though not enough of them) had contacted the school since the letters have been going out.

To summarize, based upon the data present above, the answer to Question Two is that the letters are an effective means of communicating with parents.

Question Three: Are the data generated by the System regarding these students optimally used by and useful to the schools?

Interviews were conducted with attendance and guidance department heads at six of the high schools. Each individual was asked what procedures were followed when a parent contacted the school upon receiving an attendance letter. At five of the six schools, the counselor was the person who dealt with attendance, conducted conferences with parents and students after letters were received, checked for errors in scheduling, etc. At one of the schools the attendance department head performed this function and counselors were only involved in counseling students on attendance problems in the context of other counseling duties.

In general, schools reported that a small proportion of parents contacted the school upon receiving letters. Those who did were frequently concerned

about scheduling errors or other mistakes. Most were positive and pleased to receive a direct communication from the school.

Some schools reported that the automated system significantly reduced the load on counselors and that the daily attendance list was no longer produced. Other schools had significantly increased the amount of work because they were using both the computerized system and a paper and pencil system. There appeared to be great variability in the approach used among the schools.

Nine reports were produced by the attendance system. The responses of the school staff concerning their use are summarized below.

a) Missing pages report: used by department heads to check to see that all teachers have turned in their attendance. Some school staff had never seen this form.

b) Error report: used by department head to check on errors such as invalid students entered on forms. Those reporting on this form said it was not used as much since the method of marking the attendance report forms was improved. Some school staff had never seen this form.

c) Proof sheet: Some staff members said this form was used by teachers; some said that the attendance department head used it; many were unfamiliar with it.

d) Counselor's Absentee list: Most staff members indicated that this report was used by counselors to check on student absences.

e) Attendance Summary: This form was the most familiar to all staff. All said it was used extensively. Some complained that it was too dense and hard to read and that there was no indication on the form as to which students had received letters.

f) No-time report: Staff indicated that this report was used at the beginning of the semester by counselors to detect students who were not properly programmed.

g) Part-time report: Same as no-time report.

h) State Aid report: This report was used by the assistant principal and the membership secretary at the beginning of the school year to adjust staff assignments and for fourth Friday accounting.

i) Report of students who generated letters:

This report had not been distributed to most of the schools at the time the interviews were conducted. When shown a sample of the report, all the staff at schools indicated that this report would be very useful and would fill a need to know which students had generated letters.

Many of the staff members interviewed indicated that there was a lack of information concerning the reports and how they were to be used.

As noted above, the approach and procedures used by the six high schools where interviews were conducted varied widely. There appeared to be no uniform set of procedures related to the attendance letters and the role of the attendance department head. A set of guidelines and responsibilities for teachers and counselors, dated 11/9/84, was in existance (see Appendix). It outlined the number of contacts that counselors were required to make with a student's home when excessive absence was exhibited. No other guidelines or procedures were available. This situation appeared to account for the differences in approach exhibited by the schools. The attendance department head seemed to have different responsibilities at each school. One school, where interviews were conducted, had no attendance department head. The principal was very concerned about this situation since attendance was a severe problem at that school. That same school was, according to the guidance department head, keeping entire attendance profiles on every student in every class on paper in the counselor's office and not utilizing the data from the attendance system.

Based upon the data presented above, the answer to Question Three is that some schools are making optimal use of some reports generated by the system.

In addition to the data presented above, information on the cost of the attendance mailers was collected. In order to view these data in perspective, some historical information must be included.

The attendance mailers were made possible because of the automated attendance system described briefly in the first section of the report. The attendance system was set up at an approximate cost of $60,000. Its initial purpose was to produce more accurate information for fourth Friday counts and State Aid. Once the attendance system was in place and had been modified so that the forms were more acceptable to teachers, the Detroit Federation of Teachers, counselors, and administrators, it was determined that the function of producing the attendance mailers would be added. The cost of development of this part of the system was approximately $1,500. Once it was in production, it did not require significant additional costs, except for paper used to produce the reports (about $500 per year) and key punching costs. For the 1984-85 school year, the costs of key punching were approximately $300,000. This cost will be significantly reduced in 1985-86 since two key punchers have been added to the in-house staff and key punching will no longer be contracted to an outside firm. In addition, only changes will be key punched next year as the regular sheets will be scanned using the Detroit Public Schools' NCS scanner.

The other costs associated with the attendance mailers reflected postage (at 17¢/letter), envelopes (at 2¢/letter), and stuffing costs which averaged

around $325 each week during the 1984-85 school year. (See Appendix for cost breakdown.) Based upon the cost figures available for this portion of the system, the average cost per week (i.e., per mailing) was approximately $3,054. This was based upon 12,995 letters per mailing. The data presented above indicated that there were significantly more than 12,995 letters mailed during the last four weeks for which data were available. The figures available indicated that the per letter cost for mailing (stuffing, envelopes, and postage) was approximately $0.235. Using this figure, letters for the week of May 27, for example, cost $4,012 for mailing.

Conclusions and Recommendations

To summarize, this evaluation found that:

1. Attendance letters were not very effective in reducing the occurrence of in-school truancy.
2. Attendance letters were an effective means of communicating with parents.
3. Some schools were making optimal use of some reports generated by the attendance system.
4. There appeared to be no uniform procedures across schools for follow up on the attendance letters or for use of the reports generated by the system.
5. The largest costs associated with the attendance system were related to development and outside key punching. The developmental costs will not be incurred again and the key punching costs appear to have been controlled for 1985-86.

6. A major problem with the attendance mailers resulted from inaccuracies in the Student Information System data on students, including bad addresses and telephone numbers, incorrect scheduling information, and problems related to dropping and adding students on teachers' class lists.

7. The major complaint of all persons contacted about the attendance mailers and associated information was that the time lag was extreme between recording attendance and resulting letters and/or reports.

Based upon these findings, the following recommendations are made:

1) The attendance mailers should be continued. The system is now in place and the largest costs appear to be under control. Since parents and staff are both enthusiastic about the exchange of information, the positive contact between the school and the home would appear to be worth the cost.

2) The time lag between the attendance data gathering and the reports and letters should be reduced. All parties see this as a major problem. Perhaps a method of entering data from remote locations (such as the school terminals) on a daily basis could be considered. This may not be feasible, but some attention to this problem is essential. Also, the data on students must be available to staff more quickly. Many complained that by the time they received reports, they were too far out of date to be useful. This

resulted in keeping dual records: one for the computer and one on paper for the school.

3) The format of some of the reports should be studied by a group of users (i.e., school staff). The newest report of copies of attendance letters is printed in alphabetical order by first name. This is not very useful information. Other reports are very dense and difficult to read. Revisions should be made based on this group's recommendations.

4) A uniform set of procedures to be followed by schools concerning these letters, including the role of the attendance department head, on how these letters are related to other attendance procedures, and what follow-up procedures are expected must be developed with the cooperation of high school staff and the Area G office. Once the procedures are developed, all staff must be made aware of them and they must be enforced. The procedures should also be included in the text of the letters. As the letter now reads, there is nothing specific that the parent is to do. He or she should at least be directed to call the school and speak with a specific individual at the school for additional information on how to proceed.

5) Special efforts should be made to improve the accuracy of the data in the Student Information System. The inaccuracies in these data cause letters to be mailed to bad

addresses, students to appear in incorrect classes, letters to be sent to students who should not receive them, and other problems.

6) A policy concerning what constitutes an "excused absence" should be established and a distinct code should be used to record this information. Students who are on school-sponsored trips, for example, may generate an attendance mailer. This gives the system the appearance of being totally uninformed concerning what is going on at the local school. Parents also complain that they have informed the school that their child will be absent, but they still received a letter. An "excused absence" code would solve this problem.

The recommendations presented above are based upon the information collected as part of this evaluation. All are made based upon the assumption that the Detroit Public Schools intend to continue this effort to communicate with parents and to address the problems associated with in-school truancy in the high schools.

APPENDIX

DETROIT BOARD OF EDUCATION

STUDENT IRREGULAR ATTENDANCE REPORT

SCHOOL: Southeastern H.S.
3030 FAIRVIEW
DETROIT, MI 48214
245-3225

STUDENT NAME: JAMES RICHARDSON
NUMBER: 0528-7642
GRADE: 12B
COUNSELOR: SWANSON W
BIRTH DATE: 03-01-67
HOME PHONE: 872-6773

TO THE PARENTS OR GUARDIAN OF

JAMES RICHARDSON 7576

1051 MARSTON

DETROIT, MI 48211

Dear Parent or Guardian:

I am concerned about the attendance pattern of your son or daughter at Southeastern High School. Our records indicate that in the past week, he or she has missed 5 or more class periods.

Please cooperate with the school to assist your child in good attendance, as good attendance leads to higher achievement.

HOUR	COURSE #	COURSE TITLE	TEACHER	ROOM	FEB 4 - FEB 8 MON	TUES	WED	THURS	FRI
1	4691-01	SALESM/DE 1	HATTON	0317				A	A
2	1350-03	ENG-8-RESPAP	KOWALEWSKI M	0309	T	A	A	A	
3	2501-03	PHY EDUC 2	NEWMAN G	0125					
4	2160-02	JR MATH 2	BURWELL C	0310					
5	1590-04	GOVERNMENT	BORRELLI A	0229					

(A=ABSENT, T=TARDY)

Sincerely,

Isaac Wordlaw, Principal
Southeastern High School

ATTENDANCE MAILER SYSTEM EVALUATION

Interview Schedule for Attendance and Guidance Department Heads

1. Please describe the procedures used at your school for attendance.

2. How effective do you feel the Attendance Mailer System is in reducing in-school truancy at your school? Are levels of in-truancy lower since the system is in place?

3. How would you characterize the response of parents to the Attendance Mailer System? What procedures are used at your school to contact parents who fail to respond to the letters?

4. What procedures are followed when parents contact your school after they have received a letter?

5. Has the Attendance Mailer System replaced procedures which were handled in other ways? If so, what procedures? Is the computerized method more efficient?

6. How is each of the reports generated by the Attendance Mailer System used by you or your staff? [A copy of each report will be provided as a prompt.] How could the information returned to your school by the system be improved to make it more useful?

7. What is your overall evaluation of the Attendance Mailer System? How could it be improved?

ATTENDANCE MAILER SYSTEM EVALUATION

Interview Schedule For Parents

Establish contact with one of the student's parents (NOT the student).

Introduction: A letter from your son's/daughter's high school concerning his/her attendance was mailed to you on _____. My name is _____ and I am calling you as part of the evaluation of the effectiveness of these letters. May I ask you a few questions, please?

1. Did you receive the latter dated _____?

   Yes_____ (go to 2)

   No_____ (terminate interview)

2. Was the letter valuable to you in some way?

   Yes_____ (go to 2a)

   No_____ (go to 3)

   2a. How was the information valuable? (record response)

   _____

   _____

   (go to 3)

3. Have you contacted the school or been contacted by the school about the attendance information contained in the letter?

   Parent contacted the school _____ (go to 3a)

   School contacted the parent _____ (go to 3b)

   No contact has been made _____ (go to 4)

   3a. Whom did you talk with at the school concerning your son's/daughter's attendance?_____ (go to 3b)

   3b. What happened as a result of the contact? _____

   _____

   _____

   _____

   (go to 4)

4. Do you feel that the letters are an effective method for the school to inform you about your son's/daughter's attendance?

No_____ (go to 4a)

Yes_____ (go to 4b)

4a. Why not? _____

_____

(go to 5)

4b. What is the best feature of the letter? _____

_____

_____

(go to 5)

5. Was the information contained in the letter clear and easy to understand?

Yes_____ (go to 6)

No_____ (go to 5a)

5a. What was confusing about the information? _____

_____

_____

6. What additional information (if any) should be included in the letter that would make it more effective?

_____

_____

_____

_____

7. Do you feel that the letters are an effective way to improve high school students' attendance?

Yes_____ (go to 8)

No_____ (go to 8)

8. Do you have any additional comments about the attendance letters?

(Terminate)

Termination: Thank you for your time and help in this evaluation process.

* * * * * * *

Interviewer: Please record the following information:

1. Name of Student_____
2. School_____
3. Telephone Number_____
4. Date of Interview_____
5. Time of Interview_____:_____ to _____:_____

JEM/fc:4/85

STUDENT IRREGULAR ATTENDANCE REPORT

	SCHOOL	GRADE 9	GRADE 10	GRADE 11	GRADE 12	ALL GRADES
7510	Case	80	161	116	103	460
7512	Central	319	193	122	37	671
7514	Chadsey	188	114	54	24	378
7516	Cody	637	230	128	109	1,104
7520	Cooley	442	215	154	46	857
7524	Denby	440	205	103	37	785
7529	King	348	275	122	31	776
7530	Finney	441	162	107	46	756
7532	Henry Ford	437	249	156	38	880
7540	Kettering	445	242	140	78	905
7548	Mackenzie	228	128	95	41	492
7550	Mumford	74	108	76	23	281
7552	Murray-Wright	288	184	114	118	684
7558	Northern	127	78	42	29	276
7560	Northwestern	241	123	69	33	466
7564	Osborn	405	199	128	48	780
7568	Pershing	377	157	105	31	670
7572	Redford	519	228	158	64	969
7574	Renaissance	9	7	8	47	71
7576	Southeastern	354	154	80	43	631
7578	Southwestern	242	128	78	54	502
7584	Western	235	116	62	30	443
7601	Davis					
	ALL SCHOOLS	6,874	3,636	2,217	1,110	13,837

STUDENT IRREGULAR ATTENDANCE REPORT

	SCHOOL	GRADE 9	GRADE 10	GRADE 11	GRADE 12	ALL GRADES
7510	Cass	71	174	109	124	478
7512	Central	382	233	144	53	812
7514	Chadsey	173	100	50	18	341
7516	Cody	629	227	137	120	1,113
7520	Cooley	472	227	141	68	908
7524	Denby	487	217	120	41	865
7529	King	357	264	108	24	753
7530	Finney	326	135	83	28	572
7532	Henry Ford	453	267	186	51	957
7540	Kettering	404	211	144	84	843
7548	Mackenzie	369	254	123	56	802
7550	Mumford	140	228	111	25	504
7552	Murray-Wright	282	212	102	94	690
7558	Northern	1				1
7560	Northwestern	246	120	69	33	468
7564	Osborn	479	200	140	62	881
7568	Pershing	445	159	105	36	745
7572	Redford	494	198	143	55	890
7574	Renaissance	6	12	8	17	43
7576	Southeastern	180	89	56	23	348
7578	Southwestern	209	107	62	61	439
7584	Western	241	116	62	27	446
7601	Davis					
	ALL SCHOOLS	6,846	3,750	2,203	1,100	13,899

STUDENT IRREGULAR ATTENDANCE REPORT

SCHOOL		GRADE 9	GRADE 10	GRADE 11	GRADE 12	ALL GRADES
7510	Cass	78	150	112	154	494
7512	Central	388	220	131	49	788
7514	Chadsey	223	126	72	34	455
7516	Cody	626	265	154	128	1,173
7520	Cooley	442	233	159	79	913
7524	Denby	474	196	103	46	819
7529	King	309	231	115	34	689
7530	Finney	359	154	89	51	653
7532	Henry Ford	430	276	172	61	939
7540	Kettering	418	226	136	82	862
7548	Mackenzie	373	243	108	54	778
7550	Mumford	141	224	124	22	511
7552	Murray-Wright	264	181	96	95	636
7558	Northern	134	80	45	27	286
7560	Northwestern	233	123	79	30	465
7564	Osborn	422	184	135	53	794
7568	Pershing	519	178	123	46	866
7572	Redford	454	216	131	49	850
7574	Renaissance	17	12	19	23	71
7576	Southeastern	325	157	72	47	601
7578	Southwestern	183	110	70	67	430
7584	Western	173	91	60	33	357
7601	Davis					
	ALL SCHOOLS	6,985	3,876	2,305	1,264	14,430

STUDENT IRREGULAR ATTENDANCE REPORT

	SCHOOL	GRADE 9	GRADE 10	GRADE 11	GRADE 12	ALL GRADES
7510	Cass	72	101	83	73	329
7512	Central	270	168	82	31	551
7514	Chadsey	147	80	30	15	272
7516	Cody	542	243	123	107	1,015
7520	Cooley	368	185	91	64	710
7524	Denby	340	148	69	19	576
7529	King	272	180	85	23	560
7530	Finney	331	159	95	37	622
7532	Henry Ford	310	184	113	39	646
7540	Kettering	345	181	117	50	693
7548	Mackenzie	484	298	157	85	1,024
7550	Mumford	107	175	97	18	397
7552	Murray-Wright	248	190	81	91	610
7558	Northern	137	69	50	28	284
7560	Northwestern	283	123	72	37	515
7564	Osborn	301	134	87	33	557
7568	Pershing	350	132	107	32	621
7572	Redford	462	203	127	60	852
7574	Renaissance	8	6	5	4	43
7576	Southeastern	306	128	70	42	546
7578	Southwestern	166	108	65	96	435
7584	Western	175	76	51	21	323
7601	Davis					
	ALL SCHOOLS	6,024	3,271	1,865	1,031	12,191

DETROIT BOARD OF EDUCATION

STUDENT IRREGULAR ATTENDANCE REPORT

	SCHOOL	GRADE 9	GRADE 10	GRADE 11	GRADE 12	ALL GRADES
7510	Cass	64	124	107	123	418
7512	Central	331	213	120	40	704
7514	Chadsey	199	123	52	30	404
7516	Cody	468	206	125	128	927
7520	Cooley	355	192	111	68	726
7524	Denby	240	105	51	25	421
7529	King	222	196	81	45	544
7530	Finney	307	129	71	27	534
7532	Henry Ford	1				1
7540	Kettering	352	175	112	74	713
7548	Mackenzie	336	159	99	53	647
7550	Mumford	95	165	96	29	385
7552	Murray-Wright	222	157	82	90	551
7558	Northern	103	72	41	25	241
7560	Northwestern	246	91	64	38	439
7564	Osborn	432	220	124	60	836
7568	Pershing	264	95	86	27	472
7572	Redford	357	146	85	49	637
7574	Renaissance	23	11	13	18	65
7576	Southeastern	167	112	48	33	360
7578	Southwestern	155	92	81	69	397
7584	Western	180	87	49	22	338
7601	Davis					
	ALL SCHOOLS	5,119	2,870	1,698	1,073	10,760

DETROIT BOARD OF EDUCATION DATE: 02-08-85

STUDENT IRREGULAR ATTENDANCE REPORT

SCHOOL		GRADE 9	GRADE 10	GRADE 11	GRADE 12	ALL GRADES
7510	Cass	112	210	204	218	744
7512	Central	347	198	123	42	710
7514	Chadsey	144	70	40	10	264
7516	Cody	602	254	132	138	1,126
7520	Cooley	409	220	139	95	863
7524	Denby	215	94	52	12	373
7529	King	357	230	111	47	745
7530	Finney	423	172	99	38	732
7532	Henry Ford	349	165	117	37	668
7540	Kettering	435	215	125	71	846
7548	Mackenzie	416	236	144	88	884
7550	Mumford	144	214	112	30	500
7552	Murray-Wright	212	145	71	89	517
7558	Northern	134	82	56	23	295
7560	Northwestern	277	127	80	33	517
7564	Osborn	349	140	111	56	656
7568	Pershing	415	124	86	30	655
7572	Redford	419	158	102	53	732
7574	Renaissance	8	5	6	24	43
7576	Southeastern	278	138	62	38	516
7578	Southwestern	1				1
7584	Western	240	121	74	30	465
7601	Davis					
	ALL SCHOOLS	6,286	3,318	2,046	1,202	12,852

DETROIT BOARD OF EDUCATION DATE: 02-14-85

STUDENT IRREGULAR ATTENDANCE REPORT

	SCHOOL	GRADE 9	GRADE 10	GRADE 11	GRADE 12	ALL GRADES
7510	Cass	107	140	148	141	536
7512	Central	255	196	118	95	664
7514	Chadsey	113	79	46	37	275
7516	Cody	483	292	142	194	1,111
7520	Cooley	330	265	138	132	865
7524	Denby	172	132	84	58	446
7529	King	255	224	121	90	690
7530	Finney	355	176	101	63	695
7532	Henry Ford	230	212	127	91	660
7540	Kettering	332	250	156	135	873
7548	Mackenzie	415	294	159	124	992
7550	Mumford	99	193	114	66	472
7552	Murray-Wright	230	153	100	98	581
7558	Northern	120	82	54	29	285
7560	Northwestern	225	119	84	36	464
7564	Osborn	258	122	81	51	512
7568	Pershing	449	166	114	64	793
7572	Redford	365	162	109	60	696
7574	Renaissance	25	12	13	27	77
7576	Southeastern	217	138	73	45	473
7578	Southwestern	176	113	100	109	498
7584	Western	233	116	70	55	474
7601	Davis					
	ALL SCHOOLS	5,444	3,636	2,252	1,800	13,132

DETROIT BOARD OF EDUCATION DATE: 02-25-85

STUDENT IRREGULAR ATTENDANCE REPORT

	SCHOOL	GRADE 9	GRADE 10	GRADE 11	GRADE 12	ALL GRADES
7510	Cass	100	154	121	143	518
7512	Central	241	207	127	122	697
7514	Chadsey	106	76	55	42	279
7516	Cody	482	322	165	202	1,171
7520	Cooley	320	237	149	151	857
7524	Denby	193	129	87	57	466
7529	King	276	253	129	84	742
7530	Finney	392	200	130	93	815
7532	Henry Ford	353	250	175	117	895
7540	Kettering	330	293	174	162	959
7548	Mackenzie	362	262	167	123	914
7550	Mumford	117	221	149	70	557
7552	Murray-Wright	51	63	21	28	163
7558	Northern	116	85	53	31	285
7560	Northwestern	223	105	76	38	442
7564	Osborn	410	183	117	87	797
7568	Pershing	360	171	109	59	699
7572	Redford	448	206	142	83	879
7574	Renaissance	14	8	7	35	64
7576	Southeastern	260	152	89	53	554
7578	Southwestern	196	115	82	97	490
7584	Western	243	129	81	55	508
7601	Davis					
	ALL SCHOOLS	5,593	3,821	2,405	1,932	13,751

DETROIT BOARD OF EDUCATION DATE: 03-18-85

STUDENT IRREGULAR ATTENDANCE REPORT

SCHOOL		GRADE 9	GRADE 10	GRADE 11	GRADE 12	ALL GRADES
7510	Cass	62	85	119	113	379
7512	Central	304	185	136	89	714
7514	Chadsey	141	100	47	25	313
7516	Cody	534	230	146	136	1,046
7520	Cooley	442	222	159	107	930
7524	Denby	311	188	99	59	657
7529	King	295	213	115	76	699
7530	Finney	393	164	113	56	726
7532	Henry Ford	415	238	140	98	891
7540	Kettering	361	221	153	116	851
7548	Mackenzie	378	245	156	114	893
7550	Mumford	128	210	125	45	508
7552	Murray-Wright	264	176	116	115	671
7558	Northern	124	72	54	41	291
7560	Northwestern	233	112	75	45	465
7564	Osborn	408	182	133	90	813
7568	Pershing	439	176	122	57	794
7572	Redford	501	227	151	86	965
7574	Renaissance					
7576	Southeastern	201	114	74	52	441
7578	Southwestern	174	94	73	101	442
7584	Western	252	122	77	51	502
7601	Davis					
	ALL SCHOOLS	6,360	3,576	2,383	1,672	13,991

DETROIT BOARD OF EDUCATION

STUDENT IRREGULAR ATTENDANCE REPORT

SCHOOL	GRADE 9	GRADE 10	GRADE 11	GRADE 12	ALL GRADES
7510 Cass	77	115	104	124	420
7512 Central	328	183	143	79	733
7514 Chadsey	125	63	25	20	233
7516 Cody	671	310	158	140	1,279
7520 Cooley	410	190	155	101	856
7524 Denby	294	158	83	48	583
7529 King	157	100	50	41	348
7530 Finney	404	172	111	59	746
7532 Henry Ford	438	234	156	107	935
7540 Kettering	390	236	132	105	863
7548 Mackenzie	459	318	181	149	1,107
7550 Mumford	143	235	144	48	570
7552 Murray-Wright	161	131	79	78	449
7558 Northern	118	82	55	24	279
7560 Northwestern	285	151	78	43	557
7564 Osborn	391	200	137	103	831
7568 Pershing	144	57	51	25	277
7572 Redford	443	206	139	77	865
7574 Renaissance	12	29	3	12	56
7576 Southeastern	190	125	79	50	444
7578 Southwestern	197	124	95	136	552
7584 Western	136	91	63	26	316
7601 Davis					
ALL SCHOOLS	5,973	3,510	2,221	1,595	13,299

DETROIT BOARD OF EDUCATION DATE: 04-01-8

STUDENT IRREGULAR ATTENDANCE REPORT

	SCHOOL	GRADE 9	GRADE 10	GRADE 11	GRADE 12	ALL GRADES
7510	Cass	85	147	149	141	522
7512	Central	323	204	158	67	752
7514	Chadsey	146	95	50	26	317
7516	Cody	430	233	126	131	920
7520	Cooley	411	228	177	98	914
7524	Denby	323	194	112	65	694
7529	King	308	223	117	83	731
7530	Finney	414	187	115	73	789
7532	Henry Ford	465	252	163	101	981
7540	Kettering	353	241	149	115	858
7548	Mackenzie	432	271	162	107	972
7550	Mumford					
7552	Murray-Wright	321	232	132	156	841
7558	Northern			1		1
7560	Northwestern	237	118	79	54	488
7564	Osborn	373	183	122	100	778
7568	Pershing	330	127	98	51	606
7572	Redford	444	214	146	88	892
7574	Renaissance	8	22	8	39	77
7576	Southeastern	272	175	94	57	598
7578	Southwestern	157	93	79	103	432
7584	Western	202	118	66	40	426
7601	Davis					
	ALL SCHOOLS	6,034	3,557	2,303	1,695	13,589

DETROIT BOARD OF EDUCATION DATE: 04-08-05

STUDENT IRREGULAR ATTENDANCE REPORT

	SCHOOL	GRADE 9	GRADE 10	GRADE 11	GRADE 12	ALL GRADES
7510	Cass	110	235	216	317	878
7512	Central	242	135	128	57	562
7514	Chadsey	134	65	39	31	269
7516	Cody	526	223	144	142	1,035
7520	Cooley	309	171	145	144	769
7524	Denby	240	164	86	40	530
7529	King	264	188	99	63	614
7530	Finney	365	163	93	55	676
7532	Henry Ford	444	252	151	133	980
7540	Kettering	293	192	94	82	661
7548	Mackenzie	332	225	130	81	768
7550	Mumford	128	227	122	105	582
7552	Murray-Wright	257	181	94	128	660
7558	Northern	117	73	35	29	254
7560	Northwestern	176	88	72	28	364
7564	Osborn	277	157	107	89	630
7568	Pershing	394	187	130	73	784
7572	Redford	443	195	136	85	859
7574	Renaissance	12	12	12	32	68
7576	Southeastern	204	146	73	56	479
7578	Southwestern	118	68	71	94	351
7584	Western	173	97	54	41	365
7601	Davis					
	ALL SCHOOLS	5,558	3,444	2,231	1,905	13,138

DETROIT BOARD OF EDUCATION DATE: 04-22-85

STUDENT IRREGULAR ATTENDANCE REPORT

	SCHOOL	GRADE 9	GRADE 10	GRADE 11	GRADE 12	ALL GRADES
7510	Cass	88	133	160	157	538
7512	Central	340	215	154	161	870
7514	Chadsey	96	88	37	53	274
7516	Cody	408	209	118	151	884
7520	Cooley	311	186	117	108	722
7524	Denby	322	166	127	68	683
7529	King	253	189	109	75	626
7530	Finney	425	178	104	81	788
7532	Henry Ford	435	265	175	129	1,004
7540	Kettering	323	220	127	100	770
7548	Mackenzie	385	240	152	103	880
7550	Mumford	133	186	106	83	508
7552	Murray-Wright	222	145	94	119	580
7558	Northern	1				1
7560	Northwestern	48	12	4	1	65
7564	Osborn	355	174	123	93	745
7568	Pershing	406	155	92	56	709
7572	Redford	435	242	161	110	948
7574	Renaissance	10	12	9	68	99
7576	Southeastern	225	122	67	45	459
7578	Southwestern	99	75	57	79	310
7584	Western	199	117	88	59	463
7601	Davis					
	ALL SCHOOLS	5,517	3,329	2,181	1,899	12,926

DETROIT BOARD OF EDUCATION DATE: 04-29-85

STUDENT IRREGULAR ATTENDANCE REPORT

SCHOOL		GRADE 9	GRADE 10	GRADE 11	GRADE 12	ALL GRADES
7510	Cass	90	149	123	135	497
7512	Central	356	243	150	148	897
7514	Chadsey	162	111	31	71	375
7516	Cody	570	297	185	171	1,229
7520	Cooley	381	217	151	123	872
7524	Denby	342	173	116	84	715
7529	King	289	214	105	72	680
7530	Finney	400	218	131	134	883
7532	Henry Ford	438	263	159	124	984
7540	Kettering	356	230	142	105	833
7548	Mackenzie	500	315	168	111	1,094
7550	Mumford	124	228	135	100	587
7552	Murray-Wright	309	211	125	136	781
7558	Northern	137	100	76	36	349
7560	Northwestern	207	113	90	60	470
7564	Osborn	435	218	148	155	956
7568	Pershing	399	153	115	55	722
7572	Redford	485	259	182	158	1,084
7574	Renaissance	16	16	4	55	91
7576	Southeastern	293	178	85	62	618
7578	Southwestern	182	135	86	132	535
7584	Western	189	116	74	67	446
7601	Davis					
	ALL SCHOOLS	6,666	4,157	2,581	2,294	15,698

DETROIT BOARD OF EDUCATION DATE: 05-06-85

STUDENT IRREGULAR ATTENDANCE REPORT

	SCHOOL	GRADE 9	GRADE 10	GRADE 11	GRADE 12	ALL GRADES
7510	Cass	104	166	155	162	587
7512	Central	404	246	161	184	995
7514	Chadsey	148	110	43	65	366
7516	Cody	525	302	178	160	1,163
7520	Cooley	394	238	164	154	950
7524	Denby	376	216	157	84	832
7529	King	293	230	124	88	735
7530	Finney	407	203	135	106	851
7532	Henry Ford	425	273	162	125	985
7540	Kettering	386	208	167	163	924
7548	Mackenzie	478	265	154	97	994
7550	Mumford	131	228	175	137	671
7552	Murray-Wright	301	207	126	156	790
7558	Northern	166	114	71	45	396
7560	Northwestern	213	152	118	81	564
7564	Osborn	461	234	156	141	992
7568	Pershing	461	207	139	69	876
7572	Redford	470	264	184	150	1,068
7574	Renaissance	14	16	15	57	102
7576	Southeastern	244	163	87	67	561
7578	Southwestern	162	98	83	97	440
7584	Western	186	84	71	62	403
7601	Davis					
	ALL SCHOOLS	6,748	4,224	2,823	2,450	16,245

DETRO BOARD OF UCATION DATE 05-20-85

STUDENT IRREGULAR ATTENDANCE REPORT

	SCHOOL	GRADE 9	GRADE 10	GRADE 11	GRADE 12	ALL GRADES
7510	Cass	106	145	191	266	708
7512	Central	368	239	144	156	907
7514	Chadsey	174	120	59	91	444
7516	Cody	551	317	192	173	1,233
7520	Cooley	422	253	206	161	1,042
7524	Denby	354	195	154	131	834
7529	King	247	224	112	90	673
7530	Finney	387	219	129	155	890
7532	Henry Ford	438	312	176	151	1,077
7540	Kettering	417	254	178	179	1,028
7548	Mackenzie	433	269	155	124	981
7550	Mumford	141	246	161	110	658
7552	Murray-Wright	305	195	125	143	768
7558	Northern	130	84	65	45	324
7560	Northwestern	174	114	91	72	451
7564	Osborn	420	238	136	164	958
7568	Pershing	532	224	132	72	960
7572	Redford	479	254	204	124	1,061
7574	Renaissance	18	24	21	46	109
7576	Southeastern	190	148	95	69	502
7578	Southwestern	170	101	93	110	474
7584	Western	127	72	43	45	287
7601	Davis					
	ALL SCHOOLS	6,583	4,247	2,862	2,677	16,369

DETROIT BOARD OF EDUCATION

DATE: 05-27-85

STUDENT IRREGULAR ATTENDANCE REPORT

	SCHOOL	GRADE 9	GRADE 10	GRADE 11	GRADE 12	ALL GRADES
7510	Cass	132	215	244	311	902
7512	Central	374	224	158	157	913
7514	Chadsey	169	123	63	60	415
7516	Cody	517	300	183	155	1,155
7520	Cooley	422	274	244	256	1,196
7524	Denby	350	196	139	93	784
7529	King	274	229	114	83	700
7530	Finney	383	216	136	103	838
7532	Henry Ford	453	323	203	160	1,119
7540	Kettering	337	203	153	184	877
7548	Mackenzie	426	264	156	127	973
7550	Mumford	158	342	251	230	981
7552	Murray-Wright	264	183	122	145	714
7558	Northern	132	94	60	54	340
7560	Northwestern	199	166	100	79	544
7564	Osborn	417	234	153	162	966
7568	Pershing	476	226	151	102	955
7572	Redford	498	273	214	151	1,136
7574	Renaissance	17	13	10	39	79
7576	Southeastern	218	137	80	74	509
7578	Southwestern	182	131	92	102	507
7584	Western	211	101	74	85	471
7601	Davis					
	ALL SCHOOLS	6,595	4,467	3,100	2,912	17,074

PROCEDURES TO IMPROVE IN-SCHOOL TRUANCY FOR SENIOR HIGH SCHOOL STUDENTS

TEACHER RESPONSIBILITIES

1. Teachers are to accurately record the daily attendance of students on the appropriate weekly attendance report form.

2. Teachers are expected to follow local school regulations established by the principal regarding acceptance of absence and tardiness excuses.

3. Teachers are expected to positively motivate students to attend classes regularly and punctually.

PROCEDURES TO IMPROVE IN-SCHOOL TRUANCY FOR SENIOR HIGH SCHOOL STUDENTS

COUNSELOR RESPONSIBILITIES

The following responsibilities are essential components of the high school counselor in order to improve student attendance:

1. When a student has been absent from classes five times within a five day period, SIS will communicate with the student's parent by mail regarding the student's poor attendance.

2. When a student has been absent from one class, five times intermittently within a twenty school day period, the counselor is required to communicate with the student's parent once in the twenty day period regarding the student's poor attendance.

3. When a student has been absent five additional times from a single class within the second twenty school day period (ten class absences in forty days), the counselor is required to repeat the procedure in #2, above. At this time, the counselor is required to hold a conference with the student. Thereafter, the counselor will accept the student as an attendance counselee. The counselor will use his/her professional judgement to determine:
   a. The number of counselor/counselee contacts.
   b. The number of parent contact/conferences initiated by the counselor.
   c. When the student should be referred to the attendance department head for discipline.

4. The above are minimum standards for counselor involvement in the attendance improvement effort. However, counselors are encouraged

to use their discretion in determining whether or not other support services will be beneficial.

The following consequences may be imposed by the principal when truancy is determined to be an act of insubordination:

Short Term Suspension - Five days or less

Long Term Suspension - The last 25 school days of a semester (or less)

Disciplinary Transfer - Mandatory transfer to another high school

Long Term Suspension must be recommended by the high school principal and approved by the area superintendent.

Attendance Data With Costs Already Encumbered

DATE	NINTH	TENTH	ELEVENTH	TWELFTH	TOTAL	POSTAGE	ENVELOPE	MAILING
TOTAL WK.								
DEC.4	6874	363[illegible]	2217	1110	13837	2352.29	276.74	345.92
5 2974.955								
DEC.11	6846	375[illegible]	2203	1100	13899	2362.83	277.98	347.47
5 2988.285								
DEC.19	6985	387[illegible]	2305	1264	14430	2453.1	288.6	360.7
5 3102.45								
JAN.16	6024	327[illegible]	1805	1031	12191	2072.47	243.82	304.77
5 2621.065								
JAN.29	5119	287[illegible]	1698	1073	10760	1829.2	215.2	26
9 2313.4								
FEB.6	6286	3313	2046	1202	12852	2184.84	257.04	321.
3 2763.18								
TOTAL TO	38134	2072[illegible]	12274	6780	77969	13254.73	1559.[illegible]3	1949.22
5 16763.35 TOTAL SPENT TO DATE								
AVG. TO	6356	3452	2045	1130	12995	2209.15	259.9	324.87
5 2793.925								

Attendance Data With Projected Costs

Date	Gr.9	Gr.10	Gr.11	Gr.12	Total	Postage	Envelope	Mailing
FEB.14	6356	3451	2045	1130	12995	2469.05	259.9	324.87
5 3053.825								
FEB.21	6356	3451	2045	1130	12995	2469.05	259.9	324.87
5 3053.825								
FEB.27	6356	3451	2045	1130	12995	2469.05	259.9	324.87
5 3053.825								
MAR.13	6356	3451	2045	1130	12995	2469.05	259.9	324.87
5 3053.825								
MAR.20	6356	3451	2045	1130	12995	2469.05	259.9	324.87
5 3053.825								
MAR.27	6356	3451	2045	1130	12995	2469.05	259.9	324.87
5 3053.825								
APR. 3	6356	3451	2045	1130	12995	2469.05	259.9	324.87
5 3053,825								
APR.11	6356	3451	2045	1130	12995	2469.05	259.9	324.87
5 3053.825								
APR.24	6356	3451	2045	1130	12995	2469.05	259.9	324.87
5 3053.825								
MAY 2	6356	3451	2045	1130	12995	2469.05	259.9	324.87
5 3053.825								
MAY 9	6356	3451	2045	1130	12995	2469.05	259.9	324.87
5 3053.825								
MAY 16	6356	3451	2045	1130	12995	2469.05	259.9	324.87
5 3053.825								
MAY 23	6356	3453	2045	1130	12995	2469.05	259.9	324.87
5 3053.825								
MAY 30	6356	3453	2045	1130	12995	2469.05	259.9	324.87
5 3053.825								
GRAND TOT								
42753.55	FROM FEB 14, — MAY 30							